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ABSTRACT

Excerpts and summaries of project reports presented at a 1-day seminar for educational researchers and vocational educators are included in this booklet. Project reports covered are (1) The Hardin County Research Project for Expanding the Present Vocational Experience Curriculum, which describes the occupational work orientation and exploration program for educable mentally handicapped and disadvantaged youth in secondary schools (grades 9-12). The report includes discussion of a basic skills resource room, technical simulation unit, guidance and counseling, objectives, internal evaluation of the curriculum, development of the crew survey, and summary of project results and benefits. Forms used in the project are included; (2) The Rowan County Experiential Field Consortium Project, which describes a career guidance program established around 15 occupational clusters and incorporating a work experience program with planned educational objectives, and (3) A Study to Determine the Effects of a Comprehensive and Experiential System of Vocational Guidance and Career Development on Junior High School Pupils, which sought to determine if educational and career choices could be facilitated with an intensive guidance program and an exposure to several career fields. (TA)

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EXTENDING AND EXPANDING VOCATIONAL EXPERIENCES:
PROCEEDINGS OF A MINI-CONFERENCE HELD MAY 18, 1976

July, 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Resources Development Unit
Bureau of Vocational Education
Kentucky Department of Education

INTRODUCTION

Early in 1975 the staff of the Resources Development Unit in the Kentucky Department of Education's Bureau of Vocational Education, held discussions among themselves, and with other educators, about ways in which the users of educational research could be brought together with the producers of such research. It was the hope of this group that such a meeting would facilitate the movement of good practices, allowing educators in the field to meet and discuss research programs which would eventually result in innovations which would help students.

An outgrowth of these discussions was the concept of the Research and Development Mini-Conference.

The Mini-Conference was to be a one day seminar to which both educational researchers and vocational educators would be invited in order to share findings, comments and conclusions.

The first Mini-Conference was held in mid-1975 and took as its topic *Career Education Research and Development: What Do We Know Now*. This conference was very well received and resulted in a series of Mini-Conferences being planned as part of the Resources Development Unit's dissemination program.

The material contained within this booklet is just a small portion of the information reported during the latest Mini-Conference, *Extending and Expanding Vocational Experiences*.

We hope that this program will aid you in your work and make you an interested participant in the next Mini-Conference.

Norman Sims
Coordinator of Information Dissemination

A MINI-CONFERENCE ON EXTENDING AND EXPANDING VOCATIONAL EXPERIENCES

May 18, 1976
Capital Plaza Tower
Ground Floor Auditorium
Frankfort, Kentucky

Chairman: Dr. Floyd McKinney,
Director, Program Supporting Services Division,
Bureau of Vocational Education

- 10:00 - 10:15 a.m. Introduction and Agenda Chairman
- 10:15 - 10:30 a.m. Welcome Dr. Carl Lamar
Assistant Superintendent
for Vocational Education
- 10:30 - 11:15 a.m. Project Presentation
The Hardin County Research Project
for Expanding the Present Vocational
Experience Curriculum . Ernest G. Thro
Project Director
- 11:15 - 12:30 p.m. Lunch Break
- 12:30 - 1:15 p.m. Project Presentation
The Rowan County Experiential Field
Consortium Jeanette Fannin
Project Director
- 1:15 - 1:30 p.m. Break
- 1:30 - 2:15 p.m. Project Presentation
A Study to Determine the Effects
of a Comprehensive and Experiential
System of Vocational Guidance and
Career Development on Junior High
School Pupils Roger D. Vincent
Project Administrator
- 2:15 - 2:30 p.m. Adjournment

**The Hardin County Research Project
for Expanding the Present Vocational
Experiences Curriculum**

**THE PRESENT VOCATIONAL
EXPERIENCE CURRICULUM***

Presented by Dr. Ernest G. Thro, Project Director

The occupational work orientation and exploration program for educable and disadvantaged youth of the Hardin County Schools had its beginning in the 1971-72 school year. The secondary schools involved in the original pilot program were East Hardin High School, located at Glendale, Kentucky and West Hardin High School, located at Stephensburg, Kentucky. During the first year of the pilot program, James Owensby, the instructor, provided the initial ninth grade program.

For the school year 1972-73, the preoccupational program was in the three secondary schools serving the Hardin County System. The original two pilot schools offered both the ninth and tenth grade programs, while North Hardin High School offered only the first year program. In total, all three high school centers served approximately 60 educable mentally handicapped students.

During the 1973-74 school year, the Hardin County Board of Education continued the present ninth and tenth

*Material for this section was taken from a paper titled, "A Progress Report for a Project Entitled: A Research Project for Expanding the Present Vocational Experience Curriculum." This paper was prepared for the Mini-Conference by Dr. Thro.

grade program in all three secondary schools and began to develop a pilot program for educable students at West Hardin High School in grades 11 and 12.

Students enrolled in the eleventh and twelfth grade programs have had the option of enrolling in a vocational experience curriculum leading to a high school diploma. The following table illustrates this curriculum.

**TABLE ONE
VOCATIONAL EXPERIENCE CURRICULUM**

<u>Ninth Grade</u>	
Elective	1 unit
Vocational Experience I	1 unit
Health and Physical Education	1 unit
English	1 unit
Math 9	<u>1 unit</u>
TOTAL	5 units

<u>Tenth Grade</u>	
Elective	1 unit
Vocational Experience II	1 unit
General Science	1 unit
Math 10	1 unit
English	<u>1 unit</u>
TOTAL	5 units

<u>Eleventh Grade</u>	
Vocational Education with the Component of On-the-Job Training	2 units
Phase Elective History	1 unit
Phase Elective English	1 unit
Science Elective	<u>1 unit</u>
TOTAL	5 units

<u>Twelfth Grade</u>	
Social Studies Elective	1 unit
Elective	1 unit
Co-op Vocational Experience	<u>2.5 units</u>
TOTAL	<u>4.5 units</u>

GRAND TOTAL 19.5 units

During the eleventh grade of school, students were scheduled into a three hour block of time. The first nine weeks of the program consisted of all students enrolling in an exploratory course pertaining to the ten occupational stations available to them through the on-the-job training program. The instructor of the course served as the teacher-coordinator of the program. The last three remaining quarters consisted of all students receiving on-the-job training in jobs selected from the ten occupational stations. Students received one hour of classroom instruction each day during the remaining twenty-seven weeks. In addition, each student received one hour of on-the-job training each day of the twenty-seven weeks. Students did not begin their on-the job training program until the teacher-coordinator and the job supervisors felt that the student was ready for the experience. Thus, some students were not able to complete twenty-seven weeks of training. At the end of the eleventh grade experience, the students selected the one job that they wished to be in the twelfth grade co-op program.

During the 1974-75 school year, the Hardin County Board of Education continued the present program of studies and implemented the cooperative component in the twelfth grade at West Hardin High School.

On July 1 of 1975, the Hardin County Board of Education received a \$29,902 grant from the Office of Health, Education and Welfare. The project was entitled "A Research Project for Expanding the Present Vocational

Experience Curriculum." This project has endeavored to revise the ninth grade vocational experiences curriculum through the use of three components. These components are a basic skills resource room, a technical simulation unit and guidance and counseling.

1. Basic Skills Resource Room:

A. Philosophy

Students with special needs have for decades been removed from the mainstream of society and education and have been placed in special contained rooms — even institutions. We, as educators, are guilty of this by creating the "Last Car Child."

"When there is a collision, the last car of the train is usually damaged most. So they have decided that it will be best if the last car is always taken off before the train starts. What is foolish about that?" (Verbal Absurdities IV, an Item at Year XI of Form L-M of the Stanford-Binet Intelligence Scale)

Efforts to decrease heterogeneity by removing groups of students from the mainstream of education have not been successful. Any group of students, no matter how carefully selected is characterized by great variability along many dimensions.

Educators have discovered that there always seems to be a "last car" group of students, and many of these students become casualties of our educational system. These casualties of our educational system have also been labeled. Once labeled, the student obeys a fundamental law of human behavior. This law is:

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"The social performance of an individual is largely determined by the audience's expectations." (Dr. Braginsky — Psychology Today, September, 1974)

Labeled retarded or slow, the student plays his role.

Recognizing that variability within the classroom can be eliminated only when all students are removed, we, as educators, now realize the harm of labeling and segregating students. The resource room approaches the student with special needs as an individual without isolating or labeling him.

The student needs individual diagnosis, individual prescriptive teaching, in short — individualization in his education.

B. Operation

Any student receiving help in the basic skills resource room was also enrolled in the expanded vocational experience program. Outside of these two special educational experiences, the student stayed in the mainstream of the school. While in the resource room, students received individual help in small group settings. (8-10 students)

The basic areas of concentration in the resource room were reading, writing, basic mathematics, language development, positive self-attitude development and school work skills. The primary concern was the behavior of the individual student. Each student was provided with an individualized curriculum based on his present behavior. This curriculum focused on the student's potential for growth.

In order to decide the individual student's curriculum, the resource teacher must be able to diagnose and prescribe the student's behavior. The teacher must know what the student can already do, what next to teach and how to teach it. This is done by giving additional diagnostic tests in the needed skills area.

After diagnosing each student's problem, the teacher must prescribe a program. The teacher prescribes by writing specific objectives and checking them off as the student masters the task.

The student's self-attitude and school behavior will automatically improve with his academic success. Each student will succeed academically, because the curriculum has been prescribed on his present behavior and the student's realistic potential to grow.

The resource teacher must approach the individual student in an honest realistic manner. The student will be able to see himself as he is, what he can do and what he can learn to do. He will be able to evaluate himself as he progresses because of the resource room teacher's specific approach in the skill building areas.

2. Technical Simulation Unit:

Since September of 1971, the school system has maintained a vocational experience program for educable and disadvantaged youth. The revised curriculum incorporates new teaching strategies developed by the Curriculum Development Center for Kentucky. In June of 1974, this curriculum center issued its "Orientation to the World of Work" series. These units were designed for special vocational education teachers. There are ten units in the series:

1. Introduction - Orientation to the World of Work
2. Occupational Safety
3. Learning About Jobs
4. Getting a Job
5. How to Keep a Job
6. Personal Development
7. Self-appraisal for Employment
8. The Role of Work in Our Society
9. Taxes Affecting the Worker
10. Handling Your Paycheck

The technical simulation unit was designed to develop additional simulation and reality testing experiences for the present ninth grade vocational experience program. In specific, these simulation exercises provided hands-on experiences of existing work stations at the 11th and 12th grade level. After careful examination of possible simulation units, the professional staff developed the following six simulation units:

1. Restaurant Unit
2. Assembly Work Unit
3. Motel Unit
4. Money and Banking Unit
5. Service Station, Moving Van and Truck Driving
6. Sales and Grocery Unit

The basic framework for the implementation of the technical simulation units has been twice weekly presentations covering a period of one month for each simulation experience. Every effort was made to develop appropriate material for the revised vocational experience curriculum which was compatible with the simulation units.

In addition to the previously mentioned simulation units, ten color video tapes were produced as a supplement to the curriculum. These included:

<u>SUBJECT MATTER</u>	<u>COOPERATING BUSINESS</u>
1. Restaurant Work	Windmill Restaurant
2. Assembly Line	Gates Rubber
3. Banking - Part I	Citizens Bank
4. Banking - Part II	First Hardin Bank
5. Insurance	Skees Insurance
6. Grocery	Good 'n Handy
7. Truck Driving	Big "T" Truck Stop
8. The Job Interview	Kentucky Office Products Windmill Restaurant
9. Sales	Big K Department Store
10. Motel	Holiday Inn South Howard Johnson

3. Guidance and Counseling

In order to implement a comprehensive system of guidance, counseling placement and follow-through services for youth enrolled in the vocational experience program, a full time guidance counselor was added to the staff. The guidance counselor worked personally with the student and acted as the uniting force connecting the family, the community and the teaching staff.

The counselor focused on the task of assisting the educable and disadvantaged youth in making career decisions and planning approaches to implement these decisions. Placement activities pertaining to future on-the-job training stations were emphasized. Because so many educable and disadvantaged students are potential dropouts, special attention was focused on follow-through with the home.

In terms of the revised Vocational Experience Curriculum, the counselor provided a series of twice monthly group guidance programs. This curriculum integration component has three thrusts. These were (1) orientation to the school and community; (2) career development; and (3) placement activities pertaining to the school and future on-the-job training stations.

OBJECTIVES

Under this applied study, the present vocational experience curriculum at the ninth grade level was expanded through the integration of three additional components. These components were resource room teacher, technical simulation unit, and guidance and counseling. The following is a list of the objectives pertaining to the revised vocational experience curriculum and the three new components.

I. Objectives

Vocational Experience Teacher

A. Process Objectives:

1. To provide an awareness, exploration and preparation program for the ninth grade student in terms of the world of work.
2. To provide a program that will help develop non-technical skills, habits and attitudes which are necessary for successful and continued employment.

B. Performance Objectives

1. Students will be able to direct their own behavior.

2. Students will be able to value the peer relationship and classroom environment enough that they demonstrate the behavior of self-discipline students.
3. Students will be able to understand the need for punctuality.
4. Students will be able to demonstrate through their behavior the ability to be punctual.
5. Students will be able to complete the ninth grade program.
6. Students will be able to value class attendance enough to remain enrolled in school on a regular basis.
7. Students will be able to understand the need for basic courtesy.
8. Students will be able to demonstrate through their behavior basic courtesy toward their teachers and peers.
9. Students will be able to understand the basic rules governing personal hygiene and appearance.
10. Students will be able to value the need for personal hygiene enough to display at all times proper dress and good grooming.
11. Students will be able to collect and evaluate information concerning their personal behavior.

12. Students will be able to demonstrate proper behavior within the school environment. Behavior outside of the school setting will also demonstrate the same classroom learnings.
13. Students will be able to understand the basic need of cooperation with their peers and instructors.
14. Students will be able to value the need for cooperation enough to demonstrate their spirit of cooperation through their action.
15. Students will be able to understand and follow oral and written directions framed in the vocabulary at the fifth grade level.
16. Students will be able to demonstrate through the satisfactory completion of assigned tasks the ability to follow oral and written directions.
17. Students will be able to understand the need for work.
18. Students will be able to demonstrate their appreciation for work by performing satisfactorily the classroom jobs.
19. Students will be able to see the relationship between classroom learnings and the world of work.
20. Students will be able to demonstrate through field trips, class discussion and reality testing situations the relationship between classroom learnings and the world of work.

21. Students will be able to identify five jobs that they could perform satisfactorily in the future.
22. Students will be able to demonstrate through the use of resource materials and self-evaluation forms the ability to select five jobs that they could perform satisfactorily in the future.

Resource Room Teacher

A. Process Objective:

To provide a comprehensive program in learning activities such as reading, writing and computing in the ninth grade with career related experiences based on the development levels of the student.

B. Performance Objectives:

1. The students' motivation and achievement related to basic education skills will be improved.
2. The students will learn to perceive themselves realistically in their immediate environment and begin to identify with workers in the broader environment.
3. The students' attitude and self-concept will be improved.
4. The students will become aware of the many sources of information in the world of work and of ways to obtain and use this information.

Technical Simulation Unit

A. Process Objectives:

1. To help develop technical skills needed to hold a job.
2. To provide the student the opportunity to explore different technical skills needed for different jobs.

B. Performance Objectives:

1. Students will develop an awareness that different workers need varying skill preparation for success.
2. Students will gain an understanding and appreciation for satisfactions gained from their work experiences.
3. Students will become aware that there is value in work. In this context, work provides an opportunity for individuals to enhance their own dignity and worth.
4. Students will have made tentative career decisions by the time they complete the ninth grade with the knowledge that they can revise or change this decision.

II. Subordinate Objectives

A. Process Objectives:

1. To integrate a program of guidance and counseling that is appropriate to the

developmental level of the students which will help improve their self-concept and self-understanding.

2. To serve as a liaison person and uniting factor among the resource teacher, vocational experience teacher, regular classroom teachers, parents and the community employers.

B. Performance Objectives

1. Students will expand their knowledge of themselves and their work environment.
2. Students will develop a positive self-attitude and a positive work attitude.
3. Parents will develop a realistic positive attitude toward their child and his future career.
4. There will be a reduction in the dropout rate of students due to school dissatisfaction.

INTERNAL EVALUATION OF THE CURRICULUM

Students enrolled in the project program were evaluated on a monthly basis using the evaluation procedures developed for measuring the objectives. A satisfactory score has been recorded for all students who had a mean score of 2.50 on the various instruments.

At the present time, the project staff has completed descriptive statistical data pertaining to the internal

evaluation of the curriculum for the period of October 13, 1975 through November 14, 1975. Copies of the evaluation forms and the evaluation criteria employed in this study are available from the project.

DEVELOPMENT OF THE CREW SURVEY

As one of the goals of the project, an instrument was to be developed to measure the attitude change of the students as they progressed through the program. The actual development of the instrument began on Friday, June 18, 1975. At that time, a panel of psychometric educators began the process that ultimately became the CREW Survey. This panel of educators included:

1. Dr. Kenneth Joy — Chairman of the Department of Educational Psychology — Ball State University
2. Dr. B. Glen Davis — Bureau of Vocational Education — State Department of Education
3. Dr. Stephen Schnacke — Associate Professor of Counselor Education — Western Kentucky University
4. Dr. Ernest G. Thro — Project Director — Hardin County Board of Education
5. Mr. Milton Pearson — Hardin County Board of Education — Individual Test Examiner

Employing a Likert Scale, this panel of experts developed the 31 item survey known as the CREW. The Crew Survey endeavors to measure the student's attitudes toward career education and general education. Face validity of the instrument was obtained by constructing

the items solely from the theoretical framework of the performance objectives. Content validity was present in the instrument because of the following:

1. The instrument used in this study was designed using the theoretical framework of the performance objectives.
2. The instrument used in the study was developed through a simple content analysis. This simple content analysis was obtained during the week of July 21st. In total, ten individuals were asked to classify each word phrase under either the career education domain or the general education domain.

During the month of July, Milton Pearson of the Hardin County Board of Education developed the instructions for the Crew Survey.

In August of 1975, a video tape was made of the test instructions. This color video tape was used for national demonstrations pertaining to the project.

Preliminary reports from the third party evaluation team indicate that the instrument has great potential for obtaining useful data from this special needs population. An examination of the thirty-one inventory items revealed that 24 of the 31 items were excellent in terms of such factors as standard deviation and correlation to the total score.

SUMMARY OF PROJECT RESULTS AND BENEFITS

1. The project has produced a fairly promising inventory for this special needs population.
2. Ten color video tapes have been produced as a supplement to the curriculum.
3. Descriptive data indicate that the students are completing the program in a satisfactory manner.
4. Preliminary data indicate an average growth of one year for reading and an average growth of thirteen months in mathematics.
5. A number of well structured forms have been developed for gathering evaluation data.
6. The project provides a model for the integration of EMR Resource Rooms and Special Vocational Education Units into a unified program.
7. Discipline problems among this group have been reduced.
8. The project provides a model for technical simulation approaches to curriculum development.
9. "It is the observation of the evaluation team that the Hardin County Education Agency has and maintains one of the healthiest functioning relationships with its community that one could find anywhere." (Third Quarterly Third Party Evaluation Report, p. 6)
10. "As observed previously, the project staff has succeeded in organizing a group of informed and interested citizens into a highly functional and effective advisory committee." (Third Quarterly Third Party Evaluation Report, p. 7)
11. "It should be noted that the counseling component of the project was carefully scrutinized during the third quarter visit and was found to be making a positive impact on the progress and development of the students." (Third Quarterly Third Party Evaluation Report, p. 3)
12. A revised curriculum guide for this program will be available in July of 1976.

TABLE TWO Illustrated a tentative calendar for the technical simulation units.

TIME PERIOD FOR IMPLEMENTATION	PROJECT SCHOOL AND SIMULATION PROGRAM	
	EAST HARDIN	WEST HARDIN
October 13, 1975- November 7, 1975	Restautant Unit	Restaurant Unit
November 10, 1975- November 14, 1975	Staff Evaluation	Staff Evaluation
November 17, 1975- December 12, 1975	Assembly Work Unit	Assembly Work Unit
December 15, 1975- December 19, 1975	Staff Evaluation	Staff Evaluation
January 5, 1976- January 30, 1976	Motel Unit	Money and Banking Unit
February 2, 1976- February 6, 1976	Staff Evaluation	Staff Evaluation
February 9, 1976- March 5, 1976	Money and Banking Unit	Motel Unit
March 8, 1976- March 12, 1976	Staff Evaluation	Staff Evaluation
March 15, 1976- April 9, 1976	Service Station, Moving Van and Truck Driving Unit	Sales and Grocery Unit
April 12, 1976- April 16, 1976	Spring Vacation	Spring Vacation
April 19, 1976- May 14, 1976	Sales and Grocery Unit	Service Station Moving Van and Truck Driving Unit
May 17, 1976- May 21, 1976	Staff Evaluation	Staff Evaluation

The actual simulation unit employs the following teaching strategy:

1. Day One – General orientation and discussion of simulation unit
2. Day Two – Resource Leader from the world of work
3. Day Three – Practice, reinforcement and discussion
4. Day Four – Practice, reinforcement and discussion
5. Day Five – Practice, reinforcement and discussion
6. Day Six – Preparation for field trip
7. Day Seven – Field Trip
8. Day Eight – Discussion of field trip and evaluation

In order to fully document the activities of the counselor, a formal documentation system was developed. This system included the following forms.

1. Name _____

Last
First
Middle
2. Date of Birth _____

Month
Day
Year
3. School Attending _____
4. Home Address _____
5. Phone _____
6. Full Name of Father _____
 Living _____ Dead _____
 Address of Father _____
 Place of Employment _____
7. Full Name of Mother _____
 Living _____ Dead _____
 Address of Mother _____
 Place of Employment _____

8. Present School Schedule

	Class	Teacher	Grades by Quarters				Yr
			1	2	3	4	
1.							
2.							
3.							
4.							
5.							
6.							

9. Give below names and ages of brothers and sisters and any other under 18 living in family. Include servants and boarders under 18 and all children under school age.

Name	Date of Birth	School Attending (Use Pencil)	Grade (Use Pencil)	If Not in School Give Reason

10. Summary of Counseling Visitations

11. Health Comments

12. General Comments:

PROJECT EXPANSION
COMPOSITE SHEET

NAME _____

ADDRESS _____

PHONE _____ BIRTHDATE _____

SCHOOL _____

PRE TEST DATE _____ POST TEST DATE _____

CONTROL GROUP _____ PROJECT GROUP _____

I. Individual IQ _____ Form _____ Date of Testing _____

II. Wide Range Achievement Test – Date of Testing _____

- A. Reading Score _____ Grade _____
 Standard Score _____ Percentile _____
- B. Spelling Score _____ Grade _____
 Standard Score _____ Percentile _____
- C. Arithmetic Score _____ Grade _____
 Standard Score _____ Percentile _____

III. Self-Concept Measurements – Form _____ – Date of Testing _____

A. Personal Adjustment

<u>Area</u>	<u>Raw Score</u>	<u>Percentile</u>
1. Self-Reliance	_____	_____
2. Sense of Personal Worth	_____	_____
3. Sense of Personal Freedom	_____	_____
4. Feeling of Belonging	_____	_____
5. Freedom from Withdrawing	_____	_____
6. Freedom from Nervous Symptoms	_____	_____
TOTAL PERSONAL ADJUSTMENT	_____	_____

B. Social Adjustment

1. Social Standards	_____	_____
2. Social Skills	_____	_____
3. Freedom from Anti-Social Tendencies	_____	_____
4. Family Relations	_____	_____
5. School Relations	_____	_____
6. Community Relations	_____	_____
TOTAL SOCIAL ADJUSTMENT	_____	_____

C. Crew Survey

Career Education and Work	_____
General Education	_____

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The Rowan County Experiential Field Consortium Project*

Presented by Ms. Jeanette Fannin, Project Director

The Rowan County Experiential Field Consortium Project is primarily a career guidance program. It provides opportunities for the student to systematically sample conditions of work in a variety of occupational fields. Through this sampling it is hoped that a basis will be provided for an informed career choice.

For the student the project offers many opportunities. The student learns to assume responsibility while gaining the knowledge and attitudes necessary for successful job performance. The student acquires good working habits and is provided with an opportunity to realistically test career objectives. The classroom studies tend to become more meaningful. This increases the student's motivation and gives them a greater sense of responsibility, maturity, and confidence in their own judgment. An orientation toward the world of work, resulting in a smoother transition into full-time employment, should be the major outcome.

For the high school the project approach provides an opportunity to relate academic training to job requirements, thus increasing the school's ability to hold students in school. It develops a good community-school

*Material for this section was taken from a paper titled, "A Descriptive Guide to the Rowan County Experiential Field Consortium." This paper was prepared for the Mini-Conference by Ms. Fannin.

relation while at the same time providing assistance with occupational guidance. The Consortium has allowed the school to expand its present program without additional facilities and enables the school to keep abreast of developments in the business and industrial world providing a relevant education and aiding in student placement.

The project has been established around the fifteen occupational clusters identified by the U.S. Office of Education. These clusters are:

- Agribusiness and Natural Resources
- Business and Office
- Health
- Public Service
- Environmental Control
- Communication and Media
- Hospitality and Recreation
- Manufacturing
- Marketing and Distribution
- Marine Science
- Personal Services
- Construction
- Transportation
- Consumer and Homemaking Education
- Fine Arts and Humanities

Students may select one or more job clusters from which to learn entry-level job skills, educational requirements for pursuit of a profession, or decide upon a career choice.

Work experience is considered essential to any student who plans to invest time and money in preparation for a career. This real experience can reduce the number of students who learn too late they chose the wrong career.

Employer sites are developed within the community representing the fifteen clusters. These will provide identification and utilization of a wide variety of learning resources. The program promotes the development of community-based learning centers working in conjunction with the school system. The business community can then recognize several opportunities:

- Opportunity to select and train promising employees
- Opportunity to contribute to the education process
- Opportunity to bridge the gap between the world of work and high school
- Opportunity to provide a low-cost training program
- Opportunity for the employer to refine and validate his own training methods
- Opportunity to provide the employer with employees who are receiving additional training through related instruction at school
- Opportunity to serve as a training program for prospective employees of small businesses and industries unable to conduct their own extensive training programs.

As part of the program, planned educational objectives are established for each participant according to his or her interests and capabilities. These objectives include career awareness, career orientation, salable skill development, upward job mobility, follow-up and evaluation.

The following are the general and specific objectives of the Rowan County Experiential Field Consortium project:

General

1. To plan and organize regular seminars.
2. To provide students with appropriate work-site assignments.
3. To provide for individual student planning.
4. To involve the school, community, and business in planning, implementation and evaluation.
5. To effect a change in student behavior regarding preparation for the world of work.
6. To increase student motivation and reduction in the drop-out rate.
7. To develop a comprehensive evaluation plan.
8. To investigate all legal responsibilities.
9. To plan effective dissemination activities.

Specific

1. To organize and schedule bi-monthly seminars that will provide students with current knowledge involving all fifteen occupational clusters as identified by the U.S. Office of Education.
2. To provide students with work-site assignments within the occupational cluster as listed above taking into consideration individual needs, aspirations, and capabilities as a result of testing and individual counseling procedures.

3. To prepare for each student an analysis and a flexible plan to follow during the entire duration as a participant in the project. This plan will center around anticipated work-site assignments, special academic assignments, counseling needs, and occupational objectives.
4. To totally involve the school system, community, and business in all aspects of organization, implementation, and evaluation through a continuous flow of information, special gatherings, local news media, and advisory council activities.
5. To create situations whereby each student can develop acceptable attitudes regarding the world of work and academic preparation for such with a feeling of responsibility for these decisions.
6. To decrease the current drop-out rate by providing situations for which completion of high school becomes relevant and a pre-requisite for successful transition into the world of work.
7. To develop a comprehensive program evaluation including traditional achievement and attitudinal testing, individual student records with case studies, pre- and post-testing using the Career Maturity Inventory, appropriate occupational choice surveys, student opinion surveys, appraisals from businesses involved, advisory council, and administrative personnel.
8. To determine legal responsibilities of students, participating businesses and organizations, and the local Board of Education.

9. To promote concepts and objectives of the program through use of the various news media, presentations to civic and service organizations, P.T.A., parents, administrators and any other interested individuals or groups.

**A Study to Determine the Effects
Of a Comprehensive and Experiential
System of Vocational Guidance and
Career Development on Junior High
School Pupils***

Presented by Mr. Roger D. Vincent, Project Administrator

Upon entering high school students must make decisions regarding their curriculum choices which are, in a very real sense, career area choices. An experimental program was initiated by Western Kentucky University in conjunction with the Bowling Green Junior High School to determine if these educational and career choices could be facilitated with an intensive guidance program and an exposure to several career fields.

The first component of the program was based on the Life Career Development System (LCDS) utilizing members of the program staff and the Junior High guidance counselors for program facilitation. The LCDS, developed by Dr. Gary R. Waltz at the University of Michigan, guides the student and the facilitator through nine modules; each consisting of approximately six, fifty minute sessions. The titles of the modules provide some understanding of their content:

1. Exploring Self
2. Determining Values

*Material for this section was taken from a paper titled, "An Innovative Career Exploration Program in the Middle School." This paper was prepared for the Mini-Conference by Mr. Vincent.

3. Setting Goals
4. Expanding Options
5. Overcoming Barriers
6. Using Information
7. Working Effectively
8. Enhancing Relationships
9. Behaving Futuristically

The second component of the program was designed to offer ninth grade students a varied work experience program using the campus of Western Kentucky University as an employer in a contained setting. The Ohio Vocational Interest Survey (OVIS) was administered to the students to measure their interests within various occupational areas. The students were then interviewed individually to determine their stated preference for a career field. Program staff members contacted other members of the University staff and faculty to establish a base of work experience areas. These areas included the Educational TV studio, the Computer Center, the University Farm, the Department of Public Safety and other departments with a total of forty university employees acting as sponsors for the Junior High students. The students were then assigned by the program staff to three work experience areas based on their OVIS results, their stated preference and their practical arts area at the Junior High. The students then spent two days in each of the three work experience areas exploring, participating, observing and developing career interests.

The effectiveness of the program will be measured by administering the Career Maturity Inventory (CMI) and the School Sentiment Index (SSI) to the experimental and control groups. Significant differences between these groups will demonstrate that an intensive guidance program and programmed work experiences can enhance career maturity and can be of benefit to Junior High students in their curriculum and career planning.

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